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4-H CLUB WORK IN ITS RELATION TO VOCATIONAL ADJUSTMENT

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"The innermost essential of the child
is soul. To afford it opportunity to
lift itself out of the limitations of
instinct into the freedom of purposeful
will, should be the aim of education."

I. Influences Affecting the Choice of a Life Work.

How to interest farm boys and girls in Agriculture as a life work has long been a controversial question. Much sentimental propaganda has been "broadcasted" thruout the land, about the advantages of living in the country, based largely on the value of fresh air and beautiful sunsets. These have their value, but too little thought has followed the course of unearthing the underlying incentives and influences which tend to induce a boy or girl to choose a vocation. What vocations are farm boys and girls most interested in? What are their attitudes toward farming as a vocation? What are the factors which most greatly affect one's choice of a life work? These seem to be some of the questions which must be answered before proceeding to the more specific task of enumerating and evaluating the educational objectives of 4-H club work and the opportunities which leaders have in furthering these objectives.

The following tables, taken from "Rural America," for May 1926, show the choices of proposed occupations of a large group of high school farm and rural village boys and girls, in seventeen states. It is interesting to note the diversity of interest and wonder what influences have been most potent in determining their choices. In spite of the diversity, however, it will be seen that by far the largest per cent of the preferences of both boys and girls, fall within a relatively narrow and related group of occupations.

Table 1. - Occupations chosen by boys

Occupation	Farm	Village
Farming.....	23	102
College.....	54	38
Electrical engineering.....	38	49
Normal schools.....	27	7
Medicine.....	20	12
Business.....	12	17
Mechanic.....	13	13
Engineering.....	23	12
Law.....	27	10
Civil engineer.....	17	25
Electrician.....	9	18
Mechanical engineer.....	9	5
Contractor.....	6	5
U. S. Forester.....	5	2
Auto mechanic.....	5	1
Teaching.....	6	15
Pharmacy.....	5	22
Bookkeeping.....	6	8
Undecided.....	93	99
Percentage mechanically interested.....	32	31
Percentage agriculturally interested.....	7	26
Percentage educationally interested.....	21	12
Percentage with business interests.....	15	12
Percentage professionally interested.....	11	5
Balance.....	24	14

Table 2. - Occupations chosen by girls*

Occupation	Farm	Village	Occupation	Farm	Village
Teaching.....	328	347	Musician.....	11	13
Stenographer.....	102	107	Milliner.....	8	5
College.....	89	97	Teach or Nurse..	6	4
Undecided.....	85	63	Live on Farm....	6	2
Nurse.....	81	74	Stay at Home....	6	0
Bookkeeper.....	39	20	Teach or Steno..	5	5
Normal school....	26	16	Kindergarten....	5	5
Business college..	27	14	Steno. Bookkeeper		
Music teacher....	19	36	or H. Keeper... .	5	3
Office work.....	18	13	Commerical.....	5	4
Business.....	16	28	Scattering.....	119	120
Percentage with teaching interests.....				36	41
Percentage with business or commercial interests...				22	19
Percentage with educational interests.....				12	13
Percentage interested in nursing.....				8	7
Balance.....				22	20

*The girls showed scattered preferences for the following occupations: Artist, beauty specialist, interior decorator, social worker, illustrator, elocutionist, extension worker, coach, interpreter, embalmer, author, journalist, druggist, and telegrapher.

In reading through these lists of choices, one is continually faced with the question, Why? To help answer this, the following tables taken from the same source show the reasons given by this same group for choosing or rejecting farming as a life work. More insight into the influences lying back of these reasons may aid materially in adjusting 4-H objectives to better meet the educational problems of farm youth.

Table 3. - Why farm girls prefer the country

Care for farm life.....	55	Best life of all.....	3
Life wholesome.....	39	Plenty of vegetables.....	3
Because of what the farm supplies.....	33	Like animals.....	3
Freedom.....	15	Farming profitable.....	3
Love of the farm.....	7	Would fit in with what I expect to do.....	2
Can make a living at it.....	6	Sure of a job.....	2
Farmer highest type of man....	6	Possible to have a convenient home.....	2
Can be made profitable if properly managed.....	6	Honorable occupation.....	2
Plenty of exercise.....	4	Just as good chance as in any other occupation.....	2
Easy if you are trained.....	4	Safest.....	2
Interesting.....	4	Pleasure.....	2
Because of advantages.....	4	Scattering.....	11

Table 4. - Why farm boys prefer the country

Good money in it.....	43
Essential to national life.....	36
I like it.....	31
Healthful.....	27
A permanent business; life work.....	18
A pleasant and interesting work.....	16
Independent life--one's own boss.....	12
Interested in country, nature, and animals.....	11
A challenging job for one who will study and work.....	10
Fresh air--outdoor life.....	10
Future looks better.....	8
Plenty of work, but there is work in everything.....	5
Have always lived on farm and like it.....	4
Like it best of anything I know.....	4
Yes, because all farmers are going to the city.....	2
Variation of jobs.....	2
Scattering.....	11

Table 5. - Why girls do not prefer the country

Do not like it.....	73
Too hard.....	43
Work too hard for income.....	42
Would not fit in with what I expect to do.....	41
Can not make enough money.....	29
Too lonely.....	11
Economic conditions not right.....	10
Too monotonous.....	9
Too hard for a girl.....	8
Too uncertain.....	6
Too long hours.....	6
No recreations.....	5
Other jobs pay better.....	5
Farmers not highly educated (have higher ideals).....	5
Lived there all my life--want a change.....	5
Too confining.....	4
Conveniences less than in city.....	4
I have got enough of it now.....	4
Does not afford enough opportunities.....	4
Not adapted to farm work.....	4
Too hot.....	3
Running a risk--rather have regular salary.....	3
Too long to wait for one's money.....	3
Understand other work better.....	3
Do not know enough about it.....	3
Scattering.....	24

Table 6. - Why boys do not prefer the country

Interest elsewhere.....	57
No money in it.....	51
Don't like it.....	51
Too much work.....	32
No profit in farming at present.....	21
Too confining.....	9
Uncertain income.....	8
Not fair prices.....	8
Not adapted to that work.....	7
Too narrow--not enough opportunities.....	5
Too much investment or risk.....	4
Lonesome--no spare time.....	4
Lack of money for recreation or vacation.....	4
Too indefinite--not sure--a gamble.....	3
Lived there all my life and want a change.....	3
Not under present conditions.....	3
Go to college and teach.....	3
Less labor return than other business.....	2
Scattering.....	19

From the foregoing it is evident that there are many things which lie back of each choice and attitude given. The task before leaders of rural youth is that of analyzing the influences which tend to form these attitudes and decisions, and directing 4-H programs and objectives toward these, in such a way that they will be most significant.

What are the influences which largely determine these choices? Heredity no doubt tends to define one's ability within a wide range. Those of definite mechanical, artistic, or other native abilities can perhaps be determined by means of various tests, but as yet no means has been perfected, by which one can be definitely directed into a specific vocation.

In order to direct club effort most efficiently, the field of environmental influences, holds open most promising possibilities. According to psychologists, aside from the few elemental instincts one possesses at birth, one's mature life is the resultant of habit formation, due to environmental influences during the maturing years from infancy to adult life. A logical conclusion would be, that if club leaders could isolate these major environmental influences surrounding the lives of the farm youth in their club or locality, and direct the activities of club work, toward creating the desired type of influences, vital results would follow in the subsequent attitudes, ideals and fitness of those farm youth with whom work has been done. This at first glance appears a gigantic task. Careful analysis, however, shows some ways and means by which progress can be made along this line. The problem resolves itself into one of shaping the environmental influences of club members so that the desired habit responses always result from whatever the external stimuli may be.

In the minds of growing children there is always a maneuvering between one occupation and another, unless forced by circumstances into a gainful occupation early in life, in which case they choose the first available job, influenced by local opportunity, chums and parents, until they can change to something more desirable from the standpoint of comfort, salary, social standing and amount of work involved. This group of young people, thru continued study and hard work may finally reach the top of the ladder of success, but are to be counted the exception rather than the rule.

The other large group of youth, among whom large numbers are farm reared, begin to develop rather definite opinions about a life work during their early tens and twelves based pretty much upon their spirit of adventure and more definitely thruout the high school years. It is during this period that club leaders come most in contact with them. Here lies an opportunity to learn the problems confronting farm boys and girls and aid them in thinking constructively and soundly about their preparation for farming, homemaking or life in any of its aspects.

Before attempting to show how 4-H club objectives are based upon these needs of youth and how club work can and is meeting these needs, the various environmental influences which affect and condition the growing lives of farm boys and girls, should be considered. They can not all be listed, but at least a start can be made at classifying them.

(1) Native Ability or Skill Aptitudes. (Heredity)

(2) Environmental Influences.

- (a) Physiographic.
- (b) Home.
- (c) School.
- (d) Religious.
- (e) Occupational.
- (f) Economic.
- (g) Social and Recreational.
- (h) Personal Friendships.
 - (a) Teachers, leaders, adult advisors and chums.
- (i) Reading and Observation.
- (j) Physical and Mental Strength.
- (k) Reasoning based on theory of "Opportunity Cost."
- (l) Repressed Impulses.
- (m) Salary Inducements.
- (n) Social position or prestige involved.
- (o) Cost of Preparation.
- (p) Line of greatest pull and least sacrifice.
- (q) Mating Impulse.

Some of these factors could be made subheads of others or included as a part of others. The intent has been not to make a nice classification but one which would bring out as many different items as possible. The problem of 4-H leaders is one of knowing the environment of their club members, and of learning how to adjust club activities and programs to solve situations resulting therefrom.

The whole job of farming is one so inextricably and closely related to beinging into existence and nurturing through to maturity of plants and animals, that one must not overlook the effect of these influences as reflected in the people associated with them. The physiographic effects of gravity, distance, topography, climate, soil and geography all condition the thinking of people according to the many combinations possible. The lifting processes of plowing, shoveling, loading, stacking, harvesting; the factors of distance between neighbors and from markets; of rocky, hilly, sandy, swampy land; of heat, wind, moisture, cold, frost, cloudiness, drouth; of proximity of farming processes to family life on the farm; of isolation; of similarity of kind of neighbors; of the manifold roles of farming and the individual type of occupation as compared to factory and town conditions; of the limited extent and variety of institutions

such as church, school, organizations and clubs; and of the conflicting interests of producer and consumer, country and city, Agriculture and Industry, must all be taken into account when dealing with the past experiences of 4-H club members, and the ways in which club work may affect these conditions in shaping the thinking of the youth growing up under them, in order that the educational aims of club work may bear fruit.

In addition to these purely physiographic, residential and occupational influences, are the others of no less importance.

Home attitudes are reflected in the social responses of young people, in their religious and cultural ideals. The school shapes to a large extent the intellectual bent and economic conditions are a dominant factor in the time and type of occupational choice.

No factors seem to have greater effect upon the final direction of youth's life activities than personal friendship of teachers, leaders and chums, during the high school period. Social prestige is a big factor and if not thwarted by other things, leads to many choices in the professional ranks. Quoting from "Youth, School and Vocation" by Meyer Bloomfield of Boston University, one finds:

"The young people of a crowded district play ambulance driver, fireman, the street cleaner, and the actor of cheap melodrama; but when they are older, and the sense of adventure is less keen in their impulse for vocational expression, one finds how much local social ambitions count. The neighborhood doctor who drives about in a shiny buggy, or in a motor car with red cross devices; the lawyer with his nonchalance in the dread police court of the district; the dentist with his gilt signs across a private dwelling in the tenement quarter, carrying proudly the title doctor; and the druggist---that master of confections and magic drugs---such persons figure heavily in the family judgment at the infrequent vocational conferences of the tenement home."

The physical and mental strength of individuals may eliminate some from certain pursuits or fit them for certain others.

Types of reading develop certain attitudes toward life, which are of no mean importance. To help youth read, and read the best is not only a home problem, but one of all agencies interested in youth education. This is especially true of farm youth.

The mating impulse, or desire for home life as contrasted to certain other types of occupation, may fix one's choice within a more limited field. In farming the home is a part of the business and the business a part of the home. One who does not like to be home, but prefers to move about, should not look to farming as a life work.

The cost and time of preparation may place limits on some and force them into something for which they are less adapted. This can not very well be helped. Most boys can find a way to get the kind of education they want. Girls do not find it so easy.

Opportunity cost broadly interpreted, applies in greater or less degree to all cases in life where alternatives or other advantages are open. Every choice costs the chooser that which was rejected.

Repressed impulses are responsible for much of the dissatisfaction and radicalism among certain groups. Poor vocational adjustment, that leaves no opportunity for the individual to give free expression to his desires, yearnings and impulses, have a bearing on the problem of farm adjustment of present day youth. If they can not give expression to their desire for the beautiful in literature, music, art, companionship, and comforts of life on the farm, their attitude will be rebellious, fretful and unwholesome. A satisfying country life can not result from such conditions. If the expression of these desires is repressed in the home they are surely expressed in the attitude of the youth coming from these homes.

Last but not least come salary inducements. This should not be everything in the choice of a life work, but is the first that is voiced. Much mystery and lack of knowledge are attached to incomes of various occupations. More light on what different classes of people earn and how their costs of living compare would aid materially in solving the problem of intelligent vocational adjustment. There appears at the conclusion of this article, a table of index numbers of many of the more common occupations, which the average youth would be likely to consider.

The environmental influences affecting farm youth have been pointed out. How they may affect the thinking of the boy and girl and determine their attitude toward agriculture, homemaking and society in general has been briefly indicated. The next step is to show how the objectives of 4-H club work are based upon these needs of farm boys and girls and how it can and is meeting these needs.

II. Objectives of Club Work Based Upon Youth's Needs and How it Meets Them.

The objectives of club work have always been closely allied to the needs of farm youth but only recently have statements of objectives been so colored by this point of view. It may be enlightening to look back a few years, and trace to the present time, some of the objectives written by those who were responsible for the inception of the work and others who have been subsequently responsible for its development.

In the beginning of the work in the south, under the direction of Dr. Seaman A. Knapp, emphasis was placed on teaching economical production, a love of the soil and a consciousness of achievement on the part of the boy. Further, to use the members work as an example of the result of combining science and practice, to give the

boy a worthy purpose at an important period in their lives, and to stimulate friendly rivalry among them. Vitalizing the work of the rural school was given as a supplemental objective.

A little later, a statement made by Mr. O. H. Benson, then in charge of the work in the north and west, shows a slightly different point of view. "Club work is a "back-to-the-home" movement for the performance of a definite farm, garden or home interest enterprise, an easy ideal way to interpret the studies of text book, class room, and laboratory into terms of action on the farm and in the kitchen."

Another statement of the object of boys' and girls' club work, which appeared in 1919 says it is "to help make rural life more attractive and prosperous by enlisting the best thought and effort of the young people of each community in making it so since it has been found that such work brings about an immediate improvement in agriculture and home making methods and practices and affords an assurance for the future by training boys and girls for the time when they may farm and make homes for themselves. It benefits not only the individual but the community as a whole."

The latest statement made by Dr. C. B. Smith, Chief of the Office of Cooperative Extension Work says—"Club work is valuable, not only for improving agriculture and home economics, teaching cooperation and group action (leadership and service) but it is valuable as an educational agency supplemental to our school system. It is capable of reaching boys and girls who have dropped out of school, challenging their attention, stimulating their ambition and sending many of them back to school or on to college. The whole rural public is interested in this matter, whether their children are to become farmers or not."

There is no question, from a study of these objectives, that there has been a broadening of purpose of the work each year. Perhaps many more years will elapse before everyone will be agreed upon any one statement of aims. Be this as it may, the vital problems lie in so directing every part of the club program that it will condition the environmental influences surrounding the boy or girl in such a way that will lead to the maintenance of efficient, skillful, honest, cultured and progressive citizens and leaders in rural communities.

For the present the following are given as a restatement of the objectives of 4-H club work, in light of the development of the work in both north and south up to the present time.

- (1) Teaching the best practices in Agriculture and Home Economics, thus fitting those who plan to farm, to do so as efficiently, successfully and happily as possible.

- (2) Showing to farm youth the relative advantages and disadvantages of the country and city and their respective possibilities as a place to make a life, thus helping them to decide upon a vocation on the basis of building a life, and not merely making a livelihood, by having had the facts brought to them as an aid in making their decision.
- (3) To assist those who feel the urge of the country as a place for them, so to fit and adjust themselves to their situation, that they will be successful farmers and home-makers in the four-fold sense for which club work stands.
- (4) To aid where possible those youth who desire and inevitably must find their life work in parts away from the home farm. This is an important part of rural youth guidance not heretofore touched upon. Many of the social problems of the cities result from the unadjusted and unguided influx of country youth. Jane Adams brings to us forcefully this point in her book, "A New Conscience and an Old Evil." She shows that 80 percent of the unfortunate girls of Chicago come from the farms and small villages of surrounding territory, having no one to guide them and no special preparation for definite work upon their arrival. (See note on page 20)

Putting these objectives in another way, which conforms to the 4-H development implied in club work--

- (1) One H stands for head and signifies that a knowledge of the best in agriculture and home life are essential to the fullest success in the country.
- (2) A second H stands for heart, and ever reminds one that the development of character and a love for service and willingness for leadership are necessary to the continued development of the best in rural life.
- (3) The third H stands for hand, which typifies the progressive achievements of club work through acquiring skill in the application of farm and home tasks.
- (4) The fourth H stands for health, which is the basis of clearer thinking, greater service and purer living.

Striving for the development of character and citizenship, and the maintenance of a permanent, prosperous and satisfying country life, are the ideals, aims and objectives of 4-H club work.

If these be the objectives, how then do club activities meet these aims in actual practice. This may best be brought out by the following table.

Objectives	:How club activities meet these objectives
(1) Teaching best practices in Agriculture and Home Economics and fitting for efficient and happy farm life.	: (1) Trained leadership. :(2) The demonstration or project. :(3) The tour to best demonstrations. :(4) The judging and demonstration contests. :(5) Club meetings. :(6) Educational Trips. :(7) Exhibits of best work.
(2) Gaining facts about relative advantages and disadvantages of country life.	: (1) Educational trips. :(2) Talks by prominent men. :(3) Camps and short courses. :(4) Meetings. :(5) Personal visits.
(3) Adjustment to life work on the farm.	: (1) Social and recreational activities. :(2) Character building and cooperation taught through games, contests, meetings, outings and other activities. :(3) Cultural appreciation of the best in music, art, literature and nature. :(4) The appreciation of proper values in home and country life. :(5) Service and leadership developed through programs of group and in demonstrating better practices to others.
(4) Aid in vocational adjustment away from the farm.	: (1) Educational trips. :(2) Meeting discussions of advantages of various occupations. :(3) Camps give opportunity for self-development and finding oneself. :(4) The project or demonstration. :(5) The personal visit contact. :(6) Reading suggested. :(7) Facts about other occupations.

In closing the discussion of objectives, it should be borne in mind that there are two types of objectives; the ultimate or final objectives and the smaller or more immediate objectives. The former, to which reference has been made apply to the by and large objectives of the work as a whole. The second kind have not been discussed, because of their great diversity. The secondary objectives vary with different groups and different localities. Those for Georgia would differ from thos of New Hampshire while those for Iowa would vary considerably from those of Arizona. It is the flexibility of these secondary objectives, which makes it possible to fit the club program into any country or to the needs of any group, and at the same time meet the primary aims of the work.

III. Opportunity and Responsibility of Leaders in Attaining these Objectives.

The influences which have a bearing on the choice of farm youth with reference to a life work and the objectives of club work as based upon club members' needs have been shown. The opportunities and responsibilities of club leaders, may now be pointed out. The proper adjustment of objectives to environmental influences, to the end that club activities meet the needs of farm youth and help them to adjust themselves to their life situation, should be the goal of leaders at all times. The following table which is suggestive rather than exhaustive indicates some of the ways by which this can be accomplished.

Environmental influence	How club work affects the situation	Suggestions to club leaders
(1) Physiographic	(1) Makes chores a game (2) Change "dirt" to soil (3) Relates climate to farm enterprises (4) Help members visualize extent of agricultural distribution and consumption	(1) Teach ways of economizing labor (2) Teach about soils and soil fertility (3) Discuss crop rotations (4) Study values of various fertilizers (5) Show relation of wind, rain, freezing, etc., to soil fertility and crop production.
	(5) Demonstrates economy in use of labor, machinery etc., in its relation to problems of gravity, distance, etc.	(6) Soils tour for crops members (7) Show costs of marketing
	(6) Develop knowledge of types of agriculture in different parts of county, state and nation	(8) Develop thought on holding as early selling of products in relation to marketing costs. (9) Illustrated talks on sources of important crops and animal products
		(10) Illustrated talks on source of consumed products in home, community or county. (11) Discuss farm tenancy leases, contracts and simple business documents with older club groups.

Environmental influence	How club work affects the situation	Suggestions to club leaders
	<ul style="list-style-type: none"> (1) Makes home work interesting through ownership and partnership (2) Provides incentive (3) Encourages parent and child to work together on problems (4) Encourages home discussion of home and farm problems around family fireside (5) Aids in adoption of improved methods on farm and in home through knowledge gained by club members (6) Brings all members of family closer together and causes more contacts with other folks, agencies and methods (7) Promotes helpfulness among members, stimulates idea of service (8) Helps to break down isolation (9) Lessens drudgery of farm work in the home (10) Fathers and sons and mothers and daughters come closer to each others problems thru club work 	<ul style="list-style-type: none"> (12) Farm management demonstrators can work out labor saving problems on their home farms <ul style="list-style-type: none"> (a) Awards to ones seeing greatest improvement in labor conveniences in years work. (13) Have educational tours show all sides of city life and country life. (1) "Girls Own Room Clubs" (2) "Boys Own Acre" Club (3) Partnership activities through farm and home account clubs are helpful (4) See that members pay costs of project and gives rewards (5) Personal visit may bring parent, child, account of work and project together <ul style="list-style-type: none"> (a) Encourage and instruct the member (b) See the demonstration (c) Check up accounts of work (d) Keep up cooperation and interest of parent (6) Use signs to mark club demonstrations (7) Invite parents to club meetings. Get more fathers to come to boys judging meetings (8) Hold an occasional meeting at each members home (9) Hold club recreational stunts at homes (10) Evening club meetings are sometimes helpful (11) The tour of an entire community, to visit club demonstrations helps develop interest and pride in the home community (12) A little "Red Lemonade" does not cost much and it helps mighty to develop sociability

Environmental influence	How club work affects the situation	Suggestions to club leaders
(2) Home (Continued)		<p>(13) Have "Parents' Week" when the children do all the chores, so the old folks can take a rest.</p> <p>(14) Try having "Club Members Night" at the local leaders home. Just an open house for any who want to come. Talk, play, sing or read.</p>
(3) School	<p>(1) Vitalizes school life where coordinated properly</p> <p>(2) Adds zest to learning</p> <p>(3) Gives proper mind set and readiness for learning by satisfaction that comes from success of club work well done</p> <p>(4) Keeps interest of youth in value of education</p> <p>(5) Helps interpret and apply that which is learned in the class room</p>	<p>(1) Teachers may find a club helpful in nature study or elementary agriculture study. See the extension agent or local leader</p> <p>(2) Invite local school to visit club demonstration, exhibit or project work</p> <p>(3) Keep club work voluntary and not compulsory</p> <p>(4) Visit farms and homes of successful farmers in community</p> <p>(5) Club games, songs and procedure can be used with any group of young people</p> <p>(6) Make the school house a community center</p> <p>(7) Cooperate with vocational teachers</p> <p>(8) Encourage members to continue agricultural and home making education in high school and college</p>
(4) Religion	<p>(1) Teaches service, loyalty, honesty, trustworthiness, kindness, charity, truthfulness, respect and reverence</p> <p>(2) Encourages tolerance</p> <p>(3) Holds that nothing is worth the making unless it makes the man</p> <p>(4) Promotes spiritual development in the life of its members</p>	<p>(1) Hold vesper service occasionally</p> <p>(2) Interest members in best literature of religious (not sectarian) matter</p> <p>(3) Hold up high spiritual ideals to members through actual participation in these activities</p> <p>(4) In contests, develop spirit of being good winners and good losers.</p>

Environmental influence	How club work affects the situation	Suggestions to club leaders
(4) Religion (Continued)		<p>(5) Organize a crops, livestock or Home Economics club in the local rural church</p> <p>(6) Invite cooperation of local religious leaders in certain club activities</p>
(5) Occupation	<p>(1) Demonstrates the best known methods and practices in agriculture and Home Economics</p> <p>(2) Shows relation of agriculture to national life</p> <p>(3) Gives best available facts about agriculture as a life work</p> <p>(4) Promotes the love of the open country for its own beauties and advantages</p> <p>(5) Helps fit for farming and farm homemaking as a life work and helps the older young folks engaged in farming to better meet life's problems</p>	<p>(1) Make club demonstration of sufficient size that it challenges the best effort of the member</p> <p>(2) Use only proven financially successful projects</p> <p>(3) Base club work on results of scientific research</p> <p>(4) Use the club members work as a teaching demonstration on the home farm and in the home community</p> <p>(5) Summarize accounts at achievement or finishing program</p> <p>(6) Use members to tell of results of work</p> <p>(7) Leaders can analyze job of farming with clubs</p> <ul style="list-style-type: none"> (a) Farming a home enterprise (b) Farming requires experience (c) Farming not for the inefficient or physically weak (d) Farmer must be a business man and economist (e) Farmer must be a mechanician (f) The farmer must be a naturalist (g) The farmer must be a skilled laborer <p>(8) Homemaking can be analyzed by club girls to show -</p> <ul style="list-style-type: none"> (a) Preparation necessary for success (b) How to make it more interesting (c) Relation of club work to the whole job of homemaking

Environmental influence	How club work affects the situation	Suggestions to club leaders
		<ul style="list-style-type: none"> (d) Show them their responsibilities now as daughters (e) Advantages of the farm home (9) Judging contests and team demonstrations spread the practices learned by the members, to others.
(6) Economic	<ul style="list-style-type: none"> (1) Shows economic conditions, and trends in agriculture (2) Gives knowledge of better marketing methods (3) Promotes cooperation through self government of club, meeting, social activities, camps, etc. 	<ul style="list-style-type: none"> (1) Take trips to market plants, and terminals (2) Visit terminal produce markets, stock yards, etc., on trips to cities (3) Analyze with club, balance sheet and income statement of local cooperative or other marketing agency (4) Older members or young farmers clubs could profit by problems of marketing, finance, economics, etc. (5) Show economic result of club activities for year at achievement and local grange and farm bureau meetings
(7) Social and Recreational	<ul style="list-style-type: none"> (1) Teaches how to play as well as work (2) Encourages more and better music in farm homes (3) Sponsors social meetings in the community (4) Fosters pageantry, dramatics and local entertainment (5) Arouses desire for more local civic improvements (6) Develop outdoor life through hikes, camps, tours and picnics 	<ul style="list-style-type: none"> (1) Have games at club meetings (2) Sing at club gatherings (3) Entertain parent at a club party (4) Put on community tree or flower planting day, through effort of club (5) Make club socials, parties and dances wholesome and clean (6) Are there play grounds in the community? At the school or church? Here is a 4-H club job (7) What about a rest or reading room for mothers and children in the local trading center? Look into it

Environmental influence	How club work affects the situation	Suggestions to club leaders
(8) Personal Friendships	<ul style="list-style-type: none"> (1) Encourage friendship between leaders, parents, teachers and chums (2) Provides wholesome opportunities for the intermingling of youth at camps, fairs, festivals, picnics, towns, meetings and colleges (3) Urges personal interest of leaders in youth problems 	<ul style="list-style-type: none"> (1) Have a hike or take a week-end for a camping trip of your club (2) Have a camp for all local leaders in county (3) Help youth through activities of all kinds, to discover their own interests and abilities They must <ul style="list-style-type: none"> (a) Study the world of occupations (b) Make a choice of a vocation (c) Prepare for chosen work (d) Make the right beginning in the vocation (e) Make such readjustments and secure such promotion and progress as shall establish them on a level of living worthy of American citizenship
(9) Reading and Observation	<ul style="list-style-type: none"> (1) Provides incentives to read the best literature (2) Cultivates powers of observation and appreciation of nature (3) Develops knowledge through observations on educational trips (4) Teaches homemaking and agriculture through seeing (demonstration) and doing (project). 	<ul style="list-style-type: none"> (1) Suggest good books to club members (2) Find out what members already have read (3) Make trips outside of community to city centers more instructive and less for publicity (4) Read "The Book Nobody Knows" "The Other Wise Man" "Ramola" "The Healing Shadow" "The Homemaker" "The Charm of the Impossible" "Great Books as Life Teachers" "Acres of Diamonds" "The House of Rimmon" "The Promised Land" "An American Idyll" "The Real Boy and the New School" "Womanhood in the Making" "Farm Life Abroad" "Leaders of Youth" "Occupations"

Environmental influence	How club work affects the situation	Suggestions to club leaders
(10) Physical and Mental Strength	<ul style="list-style-type: none"> (1) Develops physically fit and mentally awake boys and girls (2) Urges clean living and right habits (3) Teaches temperance in all things (4) Shows relation of bodily fitness to vocational fitness 	<ul style="list-style-type: none"> (1) Have each member strive for standard of perfection in health or coordinate with project work (2) Have a health day in the community (3) Exhibit healthiest members at local achievement day (4) Have members read biographies of world's greatest leaders (5) Read "The Man Nobody Knows"
(11) Opportunity cost	<ul style="list-style-type: none"> (1) Shows that choice of one alternative is at the cost of another 	<ul style="list-style-type: none"> (1) Discuss with members the decision as to farming as a life work using the following suggestive points: (a) How is agriculture or home making important to the welfare of society? (b) What tasks are required? (c) What are its advantages? (d) What are its disadvantages and problems? (e) How can one best prepare for success in it? (f) What other qualities or characteristics are needed? (g) What income may be expected? (h) How does occupation affect home life, civic, social, and religious life?
(13) Salary Inducement	<ul style="list-style-type: none"> (1) Demonstrates by means of members own project profitability of farm enterprise undertaken (2) Makes comparison between good and poor farm and home management (3) Comparisons made of income on farms and in other vocations (4) Teaches ways to improve farm homes, standards of living 	<ul style="list-style-type: none"> (1) Use club records to show results or they become useless and a bore (2) Visit successful farms and compare with less successful ones. Find out why (3) Visit laboring quarters and factory conditions in cities on trips, as well as fine museums and elegant offices (4) Show what farm furnishes to family living (5) Compare city and country incomes properly

Environmental influence	How club work affects the situation	Suggestions to club leaders
(14) Social Position	<ul style="list-style-type: none"> (1) Through its common activities social distinction vanishes (2) Everyone is measured by what they are worth in club work (3) There are no class, color, or secular restrictions 	<ul style="list-style-type: none"> (1) Give all boys and girls who are willing to do the work and whose parents are interested the opportunity to be 4-H club members (2) Hold requirements the same for all (3) Have no favorites in contests (4) The members are good judges of merit - let them decide many points (5) Acquaint club members with stories of successful farmers and farm leaders and their influence in their community (6) Show club members the possibilities for leadership in their own communities
(15) Cost	<ul style="list-style-type: none"> (1) Club members learn the cost of preparation for a life-work (2) They know the cost in farm business management and can make intelligent decisions as to other pursuits (3) Educational scholarships are available to be most worthy members (4) Club members work their way through college by the aid of their club demonstrations (5) Club work prepares for agriculture and home making, thus reducing cost of preparation and increasing rapidity of progress and breadth of accomplishment 	<ul style="list-style-type: none"> (1) Study labor incomes of successful farmers (2) Study homes of best homemakers (3) Discuss with members cost of preparation of work in which they are interested (4) Show them how real success on a job requires thorough preparation
(16) Mating Impulse	<ul style="list-style-type: none"> (1) Shows values of home life (2) Points out ways of achieving greatest values in home life (3) Promotes courtesy, respect and proper friendships between boys and girls, through wholesome activities 	<ul style="list-style-type: none"> (1) Helps youth of both sexes to associate together in work and play (2) Be the type of leader to whom young people will take their problems, in whom they will have confidence, and help them to understand and solve these problems (3) Remember a leader is an example. Be sure that your attitude toward and relations with young people and other is above reproach or criticism

Conclusion

An effort has been made to point out some of the influences which tend to condition the attitude of boys and girls toward farming, homemaking and rural citizenship. It was shown that there were many factors involved not the least important of which were environmental. Further discussion brought out the close relationship between the objectives of 4-H club work, the needs of youth and these environmental influences.

In conclusion the specific ways in which club work affects the environmental influences and suggestions as to the opportunities for leaders to direct more effort toward shaping these rural environmental attitudes through club activities, was presented.

The responsibilities of leadership are indeed great. The rewards of one's contribution to society for having lived a life, are equally generous. Sincere satisfaction may be felt by leaders of youth when they read the words of Daniel Webster -

"If we work upon marble it will perish;
if we work upon brass, time will efface it;
if we rear temples, they will crumble into dust;
but if we work upon immortal souls, if we imbue
them with principles, with the fear of God and
love of fellow men, we engrave on those tablets
something which brightens all eternity."

NOTE: In an article by M. C. Elmer of the University of Minnesota, in the Twentieth Annual Proceedings of the American Sociological Society, published July, 1926, the following information is brought out with regard to the maladjustment of youth in relation to density of population:

"An investigation of juvenile delinquency in the Twin Cities has led to the conclusion that density of population is not a significant factor in delinquency. Delinquents are not necessarily found in the zones of greatest density, but rather in transition areas where the individual's life does not fit into established group organizations, and activities. Some of the worst cases of social maladjustment and delinquency may be found in isolated rural communities."

APPENDIX

The following table of index numbers of various occupations may be helpful. It is taken from "Occupations" by E. B. Gowin, W. A. Wheatley and J. M. Brewer, Ginn and Company, 1923.

To find the salary of a particular class; take that of any one of the known occupations listed for your community, divide it by the index number for it given in the table, and multiply the result by the index number of the desired occupation. The occupations related to agriculture and home economics have been starred (*). Each occupation should be viewed as to regularity of employment, gratuities that come with certain employments such as board and room, parsonage, etc.

Formula:

$$\frac{(\text{Salary of known occupation})}{(\text{desired occupation})} = \frac{(\text{Index number of known occupation})}{(\text{Index number of desired occupation})}$$

Office boy.....	42	*Meat-cutter.....	63
Saleswoman.....	44	Porter.....	63
Lumberman.....	46	Stableman.....	63
Clergyman.....	52	Teamster.....	63
*Florist.....	56 ¹	Telephone operator.....	63
Hairdresser.....	56	Truck-driver.....	63
Chambermaid.....	57	Washer and starcher.....	63
Building cleaner.....	57	Reporter.....	64
Dressmaker.....	57	Factory worker.....	67
Laundress.....	57	Stationary fireman.....	67
Musician.....	57	Office machine operator.....	67
Rubber worker.....	57	Packer.....	67
Seamstress.....	57	Paper-box maker.....	67
Domestic servant.....	58	Switchman.....	67
Express messenger.....	58	Elementary-school teacher.....	67
Housekeeper.....	58	Bindery worker.....	70
Jewelry worker.....	58 ¹	*Cook.....	70
Tannery worker.....	58 ¹	Machine operator.....	70
Watchman.....	58	Marine fireman.....	70
Departmental clerk.....	60	Matron.....	70
Coal-passenger.....	60	*Poultryman.....	70
Elevator operator.....	60	Press-feeder.....	70
Life guard.....	60 ¹	Timekeeper.....	70
Park laborer.....	60 ¹	Dry-cleaner.....	72
Waiter.....	60	Expressman.....	72
Deliveryman.....	63	*Milliner.....	72 ¹
Freight-handler.....	63	Paper-mill worker.....	72
Laborer.....	63 ¹	*Baker.....	73
Library assistant.....	63	Blue-print maker.....	73
Boiler-cleaner.....	73	Truant officer.....	90
Chauffeur.....	73 ¹	Brakeman.....	93

File clerk.....	73	*Dictitian.....	93
Labor-gang boss.....	73 ¹	Concrete worker.....	94 ¹
Nurse.....	73	Credit man.....	94
Playground director.....	73 ¹	Leather-cutter.....	97
Building caretaker.....	75	Mattress-maker.....	97
Janitor.....	75	Pharmacist.....	97
Freight agent.....	76	Secretary-stenographer.....	97
General clerk.....	77	Shipyard worker.....	97
*Dairyman.....	77	Steelworker.....	97
*Farmer.....	77	Upholsterer.....	97
*Farm foreman.....	77	*Welfare worker.....	97
Radio operator.....	77	Public-service fireman.....	98
Deck hand.....	78	One-man-car motorman.....	99
Instrument worker.....	78	Architectural draftsman.....	100
Ironworker.....	78	Bandmaster.....	100
Janitor, engineman.....	78	High-school teacher.....	100
Draftsman.....	80	Letter-carrier.....	100
Food-inspector.....	80	*Orchardist.....	100
*Gardener.....	80	Tailor.....	100
Stenographer.....	80	Typesetter.....	100
*Taxidermist.....	80	Clothing-factory worker.....	101
*Tree surgeon.....	80	Express agent.....	101
Chaplain, army.....	83	Blacksmith.....	104
Coal-miner.....	83 ¹	Foundryman.....	104
*Forestry assistant.....	83	Shoemaker.....	104
Ferryboat mate.....	83	Foreman-mechanic.....	105
Piano-tuner.....	83	Policeman.....	105
Salesman.....	83	Post-office clerk.....	105
Scientific assistant.....	83	Bookkeeper.....	107
Shoe-factory worker.....	83	*Game warden.....	107
Ticket agent.....	83	Steward.....	110
Y.W.C.A. secretary.....	83	Tug captain.....	110
Railroad signalman.....	86	Bricklayer.....	111 ¹
Advertising agent.....	87	Floor manager.....	111
Barber.....	87	Machinist.....	111
Cataloguer.....	87	Y.M.C.A. secretary.....	111
Telegrapher.....	87	Clerk of municipal court.....	113
Watchmaker.....	87	*Clothing-designer.....	113
Street-car conductor.....	88	Instrument-maker.....	113
Street-car motorman.....	88	Railroad mechanic.....	115
Special-class teacher.....	89	Glass-blower.....	117
Boat-caulk.....	90	Inspector of steam boilers.....	117
Cashier.....	90	Compositor.....	118
Chef.....	90	Electrotyper.....	118
Locomotive fireman.....	118	Veterinarian.....	183
Normal-school teacher.....	118	*Animal husbandman.....	194
Pressman.....	118	Aeronautical engineer.....	194
Steel-and-copper-plate printer.....	118	Architect.....	194
Stereotyper.....	118	Architectural engineer.....	194
Dentist.....	120	Astronomer.....	194
Photographer.....	120	*Bacteriologist.....	194

Cabinetmaker.....	1211	*Chemist.....	194
Carpenter.....	1211	Civil engineer.....	194
Gas-fitter.....	1211	Electrical engineer.....	194
Patternmaker.....	121	Highway engineer.....	194
Plumber.....	1211	Marine engineer.....	194
Steam-fitter.....	121	Mechanical engineer.....	194
Boiler-maker.....	124	Mining engineer.....	194
Brass worker.....	125	Nautical engineer.....	194
Coppersmith.....	125	Radio engineer.....	194
Inside wireman.....	1251	Structural engineer.....	194
Linotypist.....	125	*Entomologist.....	194
Painter.....	1251	*Forester.....	194
Personnel manager.....	125	*Geologist.....	194
Plasterer.....	1251	Goldsmith.....	194
Printer.....	125	*Horticulturist.....	194
Proofreader.....	125	*Landscape architect.....	194
Quarryman.....	1251	Map-draftsman.....	194
Sheet-metal worker.....	125	Mathematician.....	194
Sign-painter.....	125	Metallurgist.....	194
Stonecutter.....	1251	Motion-picture director.....	194
Tinsmith.....	125	Naval architect.....	194
Teaching principal.....	127	*Ornithologist.....	194
Sergeant detective.....	132	*Soil scientist.....	194
Railroad conductor.....	133	*Zoologist.....	194
Copy editor.....	139	Lawyer.....	197
Electrician.....	139 ¹	Surgeon.....	200
Hoisting engineman.....	139		
Physician.....	147		
Police-department captain.....	147		
Editor.....	160		
Locomotive engineer.....	161		
Buyer.....	167		
Engraver.....	167		
Statistician.....	167		
Train-dispatcher.....	169		
Librarian (city).....	178		

¹ May be reduced below this figure on account of seasonal character of work.

Want to write up findings to support a study and make another one yet